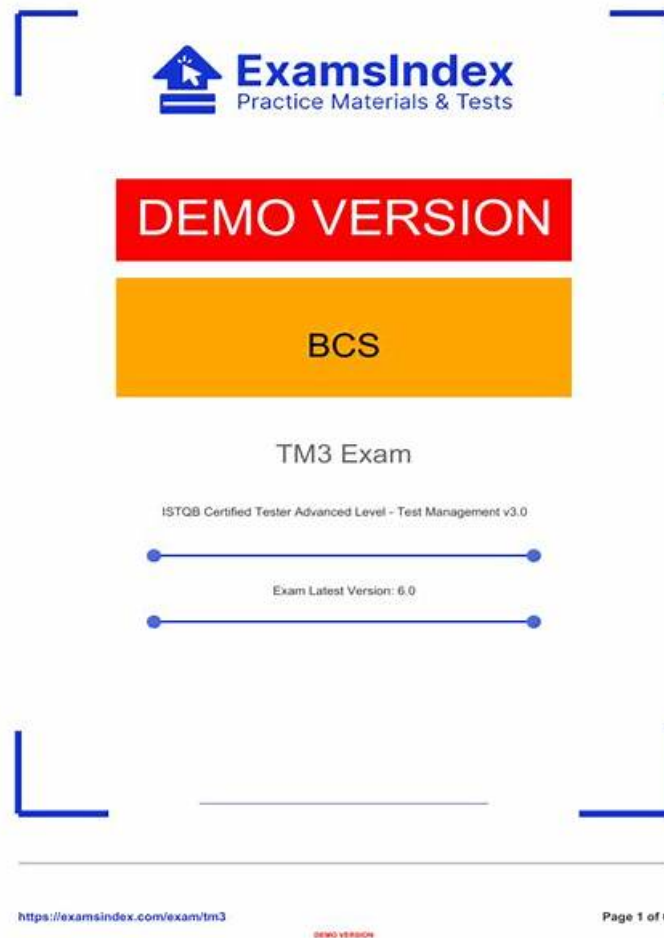


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BCS ISTQB Certified Tester Advanced Level - Test Management v3.0 Sample Questions (Q30-Q35):

NEW QUESTION # 30

A project has been running for a few months and the team does not seem to be making progress in their test approach. The team also lacks drive and enthusiasm and is sometimes seen to be performing their tasks too slowly. You have been asked to recruit an extra person into the team. In addition to introducing the new team member, you have decided to raise motivation. Which of the actions listed below would most likely result in the opposite, a de-motivation of the team?

- A. Organising a meeting with senior management in which senior management addresses the importance of good testing for this project.
- B. Constantly prescribing overtime to the testers so that they will be accustomed to perform extra hours when necessary.
- C. Providing adequate rewards to the testers when they have done an outstanding job.
- D. Criticising testers only in private when they made a mistake during their test activities.

Answer: B

Explanation:

Comprehensive and Detailed Explanation From Exact Extract of ISTQB Certified Tester Advanced Level - Test Manager v3.0 syllabus:

The syllabus addresses motivators and de-motivators in test teams. Sustained mandatory overtime is explicitly highlighted as a de-motivator, leading to burnout, reduced morale, and lower quality over time. In contrast, private, constructive feedback, recognition/reward, and visible management support are listed as practices that can improve motivation. Hence, constantly prescribing overtime (B) is the option most likely to de-motivate the team. (ISTQB CTAL-TM v3.0 - Chapter "People Skills - Team Composition": motivation and de-motivation factors; effects of overwork, recognition, supportive leadership, and constructive feedback.)

NEW QUESTION # 31

Which of the following is not true regarding applying a model-based approach, e.g., TMMi, for improvements at project level?

- A. The assessment should include test engineering processes such as test design, test implementation and test execution
- B. The assessment should include test management processes such as test planning and test monitoring and control
- C. Practices at organisational level should be tailored appropriate to the project's context
- D. The assessment should include areas such as test policy and test organisation

Answer: D

Explanation:

Comprehensive and Detailed Explanation From Exact Extract of ISTQB Certified Tester Advanced Level - Test Manager v3.0 syllabus:

The syllabus distinguishes organizational-level process areas (e.g., test policy, test organization) from project-level process areas (e.g., test planning, monitoring/control; test design, implementation, execution) when applying model-based improvements such as TMMi at different scopes.

At project level, assessments focus on project processes and practices; test policy and test organization are organizational concerns, not a correct inclusion for a project-level assessment.

Therefore, C is not true for a project-level model-based improvement focus. A and B are correct inclusions at project scope, and D is consistent with the syllabus guidance to tailor organizational practices to the project context.

(References: CTAL-TM v3.0 Syllabus - Chapter 2 "Test Management in the Organization" - improvement approaches and scopes; descriptions contrasting organizational vs. project-level process areas and the use of model-based frameworks such as TMMi.)

NEW QUESTION # 32

The following defect management process is in use at a company... What is the most important recommendation you would make for the defect report template in this process?

- A. Automate the incident numbering
- B. Add a lifecycle phase field to document when the defect is found
- C. Add a priority field to show how quickly it needs fixing
- D. Add a classification field for the type of incident

Answer: C

Explanation:

Comprehensive and Detailed Explanation From Exact Extract of ISTQB Certified Tester Advanced Level - Test Manager v3.0 syllabus:

For effective defect management and control, the report needs information that supports prioritization and scheduling of fixes. The syllabus emphasizes fields such as priority/severity, status, environment, and reproducibility to support planning, monitoring, and control decisions. In the described process, adding priority is most critical to drive timely assignment and fixing order (Chapter 5: Test Monitoring, Control, and Reporting - defect reporting to support control; Chapter 3: Test Planning - using priorities to allocate effort).

NEW QUESTION # 33

During which test planning task are the test design techniques to be applied during the project, identified and selected?

- A. Identify risk treatment approaches
- **B. Define test approach, and estimate and allocate resources**
- C. Establish test plan
- D. Understand the context and organise test planning

Answer: B

Explanation:

Comprehensive and Detailed Explanation From Exact Extract of ISTQB Certified Tester Advanced Level - Test Manager v3.0 syllabus:

In the Test Planning activities of the CTAL-TM v3.0 syllabus (Chapter 3), the selection of test design techniques is part of defining the test approach. The syllabus describes that when the test manager defines the test approach, they determine how testing will be performed, including the test design techniques to be used, and align resources and estimates accordingly.

The earlier tasks in planning set the stage (understanding context and organization) and address risk treatment choices, while the establish test plan task documents and baselines the already chosen approach and decisions.

Why the other options are incorrect:

A). Understand the context and organise test planning- This task focuses on analyzing the test context, stakeholders, constraints, and organizational aspects to prepare for planning; it does not yet select specific test design techniques.

B). Identify risk treatment approaches- This task deals with how risks will be addressed (e.g., through mitigation, contingency, or targeted testing focus); it informs priorities but does not itself select test design techniques.

D). Establish test plan- This task records and baselines the plan (including approach and techniques already chosen). The selection of techniques has already occurred when defining the approach.

References (ISTQB Certified Tester Advanced Level - Test Manager v3.0 syllabus):

Chapter 3: Test Planning, Monitoring, and Control- subsection describing test planning tasks and the activity to define the test approach (which includes selecting test design techniques), followed by estimation/resource allocation and subsequent establishment of the test plan.

NEW QUESTION # 34

For which type of testing would a test manager be involved with establishing benchmarks?

- A. White-box Testing
- **B. Non-Functional Testing**
- C. Testing Black-box
- D. Functional Testing

Answer: B

Explanation:

Comprehensive and Detailed Explanation From Exact Extract of ISTQB Certified Tester Advanced Level - Test Manager v3.0 syllabus:

Within Test Planning (Chapter: Test Planning, Monitoring, and Control), the syllabus describes that the test manager defines the test approach for non-functional quality characteristics (e.g., performance, load, scalability, reliability). For these, the test manager often sets or references benchmarks/baselines and success criteria (e.g., response-time thresholds, throughput targets) to evaluate system behavior under specified conditions. Establishing and using benchmarks is a hallmark of non-functional testing, particularly performance testing.

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